

Syllabus
University of Detroit Mercy
Department of Psychology
Summer, 2004

Printed somewhere: *Diversity is the name of the game, today. In this global culture we are creating, we need to understand people from different backgrounds.*

Course title: Cross-cultural socialization

Number: PYC 440 **Credit hours:** 3

Instructor: Dr. Harold Greene

Meeting times: Tuesday, (Thursday), 5:30 to 8:00 p.m. B351

Office: Tel.: 313 548-0456 **email:**.

Office hours: Tue 4:30- 5 p.m.; 8:30 - 9 p.m. (after class); by appointment

Required resources:

- Matsumoto, D. and Juang, L. (2004). *Culture and Psychology*. Toronto: Wadsworth.
- PYC440 course pack

Recommended internet resource: The syllabus, lecture outlines, assignments, and internet activities are available at

<http://knowledge.udmercy.edu>

(**Enrolment access code:** _____)

Course objectives:

The course focuses on (i) acquainting students with basic findings of (cross-)cultural Psychology, (ii) making students familiar with theoretical and practical aspects of culture on socialization processes, and (iii) encouraging students to interact and become comfortable with cultures other than their own. Lectures and class discussions expose the students to theories and real world examples of the role of culture in the concept of self, stereotypes & prejudice, basic psychological processes, language, thought, and non-verbal communication. Short films are presented regularly on some cultural groups within the U.S.A. Internet activities give students opportunities to learn and write about members of assigned cultures. Students are also required to do cross-cultural projects outside the classroom.

Learning opportunities:

Lectures, discussions, films, internet activities, self regulated interactions with members of various cultures.

Evaluation of learning:

Chapter tests; reports; class discussions.

Disclaimer

As we have diverse academic experiences, some of you may find that I am proceeding through the material too slowly, and others may find the progress too rapid. If you are among the former, you can sit back, enjoy the lectures and inject discussion issues of interest at reasonable points in the lecture. However, if you are among the latter, you should interrupt me at reasonable points and ask questions, or seek extra assistance during my office hours. You may also visit the Learning and Writing Center for help with study and writing skills.

Expectations and Class Etiquette

It is imperative that you work hard and consistently throughout the semester. My responsibility (as instructor) to you (as a student) is to help you reach your full potential. As such, you may expect the following from me:

1. I will come to class on time
2. I will be in my office to meet with you during office hours
3. I will have your assignments graded within a reasonable time period
4. I will listen to, and carefully consider any *well thought out* question or concern you have about grading, or any other aspect of the class

1.

In order for this class to be a success, and for you to get as much as possible from it, I expect at least the following from you:

1. You will come to class on time
2. You will not hold idle conversations during class periods
3. In your dealings with any person in this class, you will conduct yourself, always, with a minimum of respect, ensuring that your contributions are made in a manner that is neither rude nor offensive
4. You will do all the reading assignments
5. You will submit writing assignments according to preset deadlines (realizing that given the large size of the class, Dr. Greene will absolutely not accept late assignments)
6. **YOU WILL NOT ENGAGE IN ACADEMIC DISHONESTY** (of which, punishments are as light as failure of the course, or as heavy as dismissal from the University). Please see your academic calendar (or the course pack) for UDM's policy on academic dishonesty

Evaluation procedures (All assignments must be typed):

- | | | |
|--|------------|------|
| 1) Class attendance and meaningful participation in class discussions: | 10% | |
| 2) Chapter tests: First 15 minutes of Tuesday classes | 10% | |
| 3) <i>Interview report</i> : A 4-5 page report on an interview with someone from a <i>cultural group</i> other than your own (see guideline; approval needed): | 30% | |
| 4) <i>Multicultural fieldwork report</i> : A 2-3 page paper describing your participation and experience in the activities of a <i>cultural group</i> other than your own: | 20% | |
| 5) <i>Five film reflections</i> : Half to 1 page reflection on each film. Although the films will be shown in class, the 5 reports (max of 5 pages) are to be handed in on the last day of this course: | 10% | |
| 6) <i>Independent study reports on "New Americans"</i> : Two to 4 page reports on the assigned topics in the Public Broadcast System's website (See external links in Knowledge.udmercy.edu): | 20% | |
| Total: | | 100% |
| 7) Extra-credit: Choose any combination for a maximum of 3% | | |
| (i) participate in on-going studies in the Psych department: | 1% each | |
| (ii) Cultural perspectives in news report: A 1- 2 page summary comparing 2 or more different reports (internet, newspaper, etc) of a major news story by 2 or more culturally different news sources: | 2% | |
| (iii) Choose any cultural group in the U.S. Make a confidential list of everything you have ever heard, seen, or been told about the 'typical' member of this group. Next, review the list and underline all items that reflect your direct experience with a member/members of the cultural group. In a 1 page report, discuss (a) which type of items (personal experience or vicarious) is more frequent in your list, (b) whether the items of personal experience are compatible with items of vicarious experience, and (c) what purpose you think this exercise serves: | 1% | |

_____ LATE ASSIGNMENTS WILL NOT BE ACCEPTED _____

Tentative calendar of class topics and readings:

Date	Topic
4 May	Introduction; assignments review <i>Film1</i> : multiculturalism <i>Discussion</i> : Why should we care about cross-cultural socialization?
6 May	<i>Lecture</i> : From culture shock to culture learning <i>Tutorial on Independent study</i> : “New Americans” in PBS web site <i>Independent study</i> : Myths and Realities quiz (1 page reflection)

-Week 1 Reading: Course pack R1, R2.

11 May *Lecture*: Psychology & culture
 Film2: Puerto Ricans

13 May *Independent study*: Dominican ball players

-Week 2 Reading: Matsumoto & Juang Chapter 1

18 May Chapter 1 test
 Lecture: Culture & Self
 Film3: Tales from Arab Detroit

20 May *Independent study*: Palestinian bride

-Week 3 Reading: Matsumoto & Juang Chapter 11 (pp299-320)

25 May Chapter 11 test
Lecture: Ethnocentrism, prejudice, stereotype, and discrimination
Film 4: Brown eyes vs blue eyes

27 May *Independent study:* Indian tech worker

-Week 4 Reading: Matsumoto & Juang Chapter 3

1 Jun Chapter 3 test
Lecture: Basic Psychological processes; Enculturation
Film 5: Mexican Americans

3 Jun *Independent study:* Mexican Laborer

-Week 5 Reading: Matsumoto & Juang Chapter 4; Chapter 5

8 Jun Chapter 4 & 5 test
Lecture: Language & Communication
Film 6: African Americans

10 Jun *Independent study:* Ogoni refugees

-Week 6 Reading: Matsumoto & Juang Chapter 10

15 Jun Chapter 10 test

Concluding remarks
Film 7: Irish in America
Hand in fieldwork report

17 Jun *Hand in interview report in Reno 202*
Hand in 5 film reflections in Reno 202

-Week 7 Reading: Matsumoto & Juang Chapter 16 (optional)

END OF FORMAL COURSE

Ethics

See the university's policy on cheating and plagiarism. Punishment can be as mild as failing the course, or as harsh as dismissal from the university. Simply put, do not engage in cheating and plagiarism. I won't be sympathetic.

